

# Education, Autonomy and Critical Thinking

Christopher Winch



Routledge International Studies in the Philosophy of Education

# Education Autonomy And Critical Thinking

**Léo Pomar**



## **Education Autonomy And Critical Thinking:**

Education, Autonomy and Critical Thinking Christopher Winch, 2006 The concepts of autonomy and of critical thinking are of key importance in many contemporary accounts of the aims of education Education Autonomy and Critical Thinking analyzes their relationship to each other and to education explores their roles in morality and politics and examines the part critical thinking has to play in fulfilling the educational aim of preparing young people for autonomy Assessing the significance of the concern with critical rationality as a key intellectual component for a worthwhile life involving autonomy this book also examines important views about what critical thinking is and how it can be cultivated Drawing from discussions on epistemology and the philosophy of language which concern the nature of rationality Christopher Winch produces a powerful critique of concepts central to contemporary philosophy of education autonomy and critical thinking

Leaders in Philosophy of Education , 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

**Education's Epistemology** Harvey Siegel, 2017 Education's Epistemology extends and defends Siegel's reasons conception of critical thinking developing it in both philosophical and educational directions Of particular note is its emphasis on epistemic quality and epistemic rationality and its concerted defense of universal educational and philosophical ideals in the face of multicultural postmodern and other challenges

*Self-directed learning research and its impact on educational practice* Elsa Mentz, Roxanne Bailey, 2021-05-17 This scholarly book is the third volume in an NWU book series on self directed learning and is devoted to self directed learning research and its impact on educational practice The importance of self directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised The target audience does not only consist of scholars in the field of self directed learning in Higher Education and the

Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors The book contributes to the discourse on creating dispositions towards self directed learning among all learners and adds to the latest body of scholarship in terms of self directed learning Although from different perspectives all chapters in the book are closely linked together around self directed learning as a central theme following on the work done in Volume 1 of this series Self Directed Learning for the 21st Century Implications for Higher Education to form a rich knowledge bank of work on self directed learning

**Competency-based Language Teaching in Higher Education** María Luisa Pérez

Cañado,2012-11-28 Spanning the divide between the theory and praxis of competency based teaching in tertiary language education this volume contains invaluable practical guidance for the post secondary sector on how to approach teach and assess competencies in Bologna adapted systems of study It presents the latest results of prominent European research projects programs of pedagogical innovation and thematically linked academic networks Responding to a profound need for a volume addressing the practical aspects of the newly designed language degrees now being rolled out across Europe this essential contribution pools the insights of a prestigious set of scholars practitioners and policy makers from diverse parts of Europe and the US It will inform crucial decisions about instituting and evaluating competencies in a new generation of language studies programmes

Philosophy and the Metaphysical Achievements of Education Ryan McInerney,2021-06-17

Tracing the deep connections between philosophy and education Ryan McInerney argues that we must use philosophy to reflect on the significance of educational practice to all human endeavour He uses a broad approach which takes in the relationships governing philosophy education and language to reveal education s fundamental achievements and metaphysical significance The realization of educational ideals and policies are read alongside growing skepticism regarding the theoretical and practical significance of philosophical thinking and the emphasis on resource efficiency and measurable outcomes which characterise schooling today It is from this context that McInerney defends the value inherent to the philosophy of education Drawing upon contemporary continental and analytic thinkers including Nietzsche Gadamer and Wittgenstein McInerney charts the role of education in shaping the child s metaphysical transformation through language acquisition Connecting early years and primary school education McInerney pinpoints rationality as the crucial factor which produces critical thinking beings He presents the pursuit of philosophically minded education as a rational pursuit which enables us to philosophise and educate others in turn dispensing with the epistemological and conceptual foundationalisms of the past

*Brain, Decision Making and Mental Health* Nima Rezaei,2023-01-01

Brain Decision Making and Mental Health acknowledges that thinking is not a constant phenomenon but varies considerably across cultures Critical thinking is particularly important in bridging thinking divisions and its applicability across sciences particularly medical sciences We see critical thinking as educable and the arts as means to achieve this purpose We address the multidimensional relationship between thinking and health and related mechanisms Thinking mainly affects emotion regulation and executive function in

other words both mental and physical health are related as a function of thoughts Considering the thinking feeling emotion regulation executive function pathway it would be reasonable to propose thinking capacities based interventions to impact emotion regulation and executive function such as mindfulness and psychotherapy We review decision making taking place in integrated and social contexts and discuss the decision making styles decision outcomes relation Finally artificial thinking and intelligence prepare us for decision making outside the human mind      Education and Free Will Johan

Dahlbeck,2018-10-09 Education and Free Will critically assesses and makes use of Spinoza s insights on human freedom to construe an account of education that is compatible with causal determinism without sacrificing the educational goal of increasing students autonomy and self determination Offering a thorough investigation into the philosophical position of causal determinism Dahlbeck discusses Spinoza s view of self determination and presents his own suggestions for an education for autonomy from a causal determinist point of view The book begins by outlining the free will problem in education before expanding on a philosophical understanding of autonomy and how it is seen as an educational ideal It considers Spinoza s determinism and discusses his denial of moral responsibility Later chapters consider the relationship between causal determinism and autonomy the educational implications of understanding free will and how free will can be utilised as a valuable fiction in education This book will be of great interest to academics and postgraduate students in the field of education especially those with an interest in moral education and philosophy of education It will also be of interest to those in the fields of philosophy and psychology and specifically those focusing on the free will problem on Spinoza studies and on the relation between moral psychology and external influence      *Artificial General and Super Intelligence in Education* KHRITISH SWARGIARY,2024-11-01 This book Artificial General and Super Intelligence in Education Theoretical Foundations Practical Applications and Future Implications is an endeavor to explore the possibilities opportunities and challenges that AGI and ASI may bring to the educational sector It delves into the intricate details of what AGI and ASI entail highlighting how these advanced forms of intelligence might one day emulate or surpass human intelligence By considering both the technological frameworks and the educational implications of AGI and ASI this book aims to provide a holistic examination of how these technologies could fundamentally alter the roles of educators the experiences of learners and the structure of educational institutions      Educational Change in International Early Childhood Contexts Linda R. Kroll,Daniel

R. Meier,2014-12-05 Co published with the Association for Childhood Education International ACEI Educational Change in International Early Childhood Contexts Crossing Borders of Reflection examines the role of teacher reflection in a variety of educational contexts worldwide Using a case study approach that integrates research theory policy and practice international contributors show how in some settings local traditions and values are honored while in others international educational ideas and programs become modified to suit local needs Cases from Japan China Palestine South Africa Kenya Finland Italy and New Zealand are discussed as well as models from the United States Through its thorough investigation into teacher

reflection practices throughout the world Educational Change in International Early Childhood Contexts Crossing Borders of Reflection focuses on the transformative value of these practices to promote change in early childhood education Framing commentary from Linda R Kroll and Daniel R Meier provides context and places the case studies in conversation with one another allowing for productive international comparisons in this dynamic collection *Moral Responsibility, Authenticity, and Education* Ishtiyaque Haji,Stefaan E. Cuyper,2008-06-25 Drawing important hitherto unnoticed connections between issues central in the philosophy of education and those pivotal in the free will debate this book argues that these two sets of problems cannot be pursued in isolation from one another *Globalization and the Singapore Curriculum* Zongyi Deng,S Gopinathan,Christine Kim-Eng Lee,2013-11-27 This volume provides a multi faceted and critical analysis of the Singapore curriculum in relation to globalization First it details reform initiatives established by the Singapore government to meet the challenges posed by globalization Next Globalization and the Singapore Curriculum presents how these reforms have been translated into programs school subjects and operational frameworks and then examines in turn how well these have been implemented in schools and classrooms across the country Through this examination the book reveals how the initiatives together with their curricular translation and classroom enactment reflect on the one hand global features and tendencies and on the other distinct national traditions concerns and practices It brings to light a set of issues problems and challenges that not only concern policymakers educators and reformers in Singapore but also those in other countries as well Written by curriculum scholars policy analysts researchers and teacher educators Globalization and the Singapore Curriculum offers an up to date reference for postgraduate students scholars and researchers in the areas of curriculum and instruction comparative education educational sociology educational policy and leadership in Singapore the Asia Pacific region and beyond It also offers a vital contribution to the story of modern education around the globe providing international students scholars and researchers valuable insights into curriculum and curriculum reform for the 21st century Teaching across the Curriculum Akpovire Oduaran,James Omonu,Walter Lumadi,Kola Kazeem,2021-11-16 The COVID 19 pandemic posed a serious challenge to teaching across the educational system Many young people in Africa now perceive education as fraudulent and not useful in providing employment and sustaining their lives Thus it becomes sacrosanct for teachers to adjust their methods of teaching in line with the reality of our time This book will serve to help teachers and lecturers to be dynamic efficient and effective in their chosen profession It was written by scholars with many years of teaching and researching on professional development in different specialties in Africa and has been peer reviewed by eminent and highly rated scholars from various universities throughout the continent **Self-Directed Learning Strategies in Adult Educational Contexts** Giuseffi, Francesco G.,2019-04-05 Today s global educational environment includes the emergence of adult learners participating in formal and informal educational encounters for the purposes of professional development or personal enrichment These learners must possess the conceptual and attitudinal idea of self directed learning in order to be

skilled workers and fulfilled human beings Self Directed Learning Strategies in Adult Educational Contexts is a critical scholarly publication that examines the impacts of self directed learning methods and strategies on adult learning in various formal and informal learning situations and educational encounters Featuring topics such as andragogy learning analytics and educational technologies this book is geared toward adult educators administrators principals professors human resource managers educational professionals and researchers working in the fields of andragogy adult learning theory professional development instructional technology and curriculum development *Evangelical Review of Theology, Volume 45, Number 2, May 2021* Thomas Schirrmacher, 2021-04-26 ERT publishes quality articles and book reviews from around the world both original and reprinted from an evangelical perspective reflecting global evangelical scholarship for the purpose of discerning the obedience of faith and of relevance and importance to its international readership of theologians educators church leaders missionaries administrators and students The journal is published as a ministry rather than as a commercial project seeking to be of service to the worldwide spread of the gospel and the building up of the church and its leadership in co ordination with the World Evangelical Alliance s broader mission and activities **The Anatomy of Anarchy: A**

**Comprehensive Exploration of Anarchist Thought and Philosophy** Pasquale De Marco, 2025-05-20 In a world grappling with inequality oppression and environmental crises anarchism emerges as a beacon of hope offering a transformative vision of a just and liberated society This comprehensive guide takes you on an intellectual journey through the depths of anarchist thought exploring its historical roots diverse schools and revolutionary strategies Anarchism in its essence is a profound critique of capitalism and the state It unveils the inherent contradictions and injustices that pervade our current social order exposing the ways in which power structures perpetuate inequality alienation and conflict Anarchism challenges the very foundations of capitalism laying bare its exploitation alienation and accumulation of wealth in the hands of a privileged few It uncovers the destructive impact of capitalism on human dignity social solidarity and the environment Beyond its critique anarchism presents a compelling vision of a stateless classless society where individuals are free to associate voluntarily and cooperate with each other on the basis of mutual aid and solidarity This vision often referred to as anarchist communism or free communism seeks to create a society where the means of production are collectively owned and democratically controlled where labor is freely undertaken for the benefit of all and where the fruits of labor are equitably distributed This book delves into the rich tapestry of anarchist thought examining its diverse schools and philosophies From individualist anarchism which emphasizes the primacy of individual liberty and self ownership to collectivist anarchism which advocates for collective ownership of the means of production to anarcho syndicalism which sees labor unions as a vehicle for revolutionary change the spectrum of anarchist thought reflects the multifaceted nature of oppression and the human experience Anarchism is not merely a theoretical framework it is a philosophy that has inspired countless individuals and movements throughout history to struggle for a better world This book explores the historical manifestations of anarchism

from the Paris Commune to the Spanish Civil War from the Makhnovshchina to the global anti capitalist and anti authoritarian movements of today With its rigorous analysis insightful commentary and comprehensive coverage this book is an indispensable resource for anyone seeking to understand the complexities of anarchism and its profound implications for social transformation Whether you are a seasoned activist a curious student or simply someone searching for alternatives to the current system this book will challenge your assumptions expand your horizons and ignite your imagination for a better world If you like this book write a review on google books

**A Companion to Wittgenstein on Education** Michael A. Peters, Jeff Stickney, 2017-05-03 This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein s biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein s thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein s philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein s philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive

**A History of Western Philosophy of Education in the Contemporary Landscape** Anna Pagès, 2021-01-28 This volume traces the history of Western philosophy of education in the contemporary landscape 1914 2020 The volume covers the Cuban Revolution in 1959 the events of May 1968 in Paris the Zapatista Revolution in 1994 and the Arab Spring revolutions from 2010 to 2012 It also covers the two World Wars the Cold War the fall of the Berlin Wall and the triumph of science and technology until the hegemony of post liberal societies The philosophical problems covered include justice freedom critical thought equity philosophy for children decolonialism liberal education feminism and plurality These problems are discussed in relation to the key philosophers and pedagogues of the period including Jacques Derrida Paulo Freire Simone De Beauvoir Judith Butler R S Peters bell hooks Martha Nussbaum Matthew Lipman Giorgio Agamben Maxine Greene and Simone Weil among others About A History of Western Philosophy of Education An essential resource for researchers scholars and students of education this five volume set that traces the development of philosophy of education through Western culture and history Focusing on philosophers who have theorized education and its implementation the series constitutes a fresh dynamic and developing view of educational philosophy It



expands our educational possibilities by reinvigorating philosophy's vibrant critical tradition connecting old and new perspectives and identifying the continuity of critique and reconstruction. It also includes a timeline showing major historical events including educational initiatives and the publication of noteworthy philosophical works. [The Aims of Education](#) Roger Marples, 2012-10-12. Here international philosophers of education explore and question diverse strains of the liberal tradition discussing not only autonomy but other key issues such as social justice, national identity, curriculum, critical thinking, social practices. The contributors write from a variety of standpoints offering many interpretations of what liberalism might mean in educational terms.

**A New Education for a New Economy: From Human Capital to Human Flourishing** Tal Gilead, 2024-06-03. Providing an in-depth novel analysis of education's role in today's economy by scrutinizing its theoretical underpinnings, this volume critiques the suitability of the current dominant economic framework for education and for shaping educational policymaking worldwide. Critically examining the history and philosophy that underpin our present societal understanding of the link between economics and education, the book argues for an urgent redefining of education's role in the economy based on intellectual foundations that significantly differ from our current dominant conceptions. Across seven chapters, the book posits that the adoption of a new philosophical framework, the reshaping of economic and educational aims, and the adjustment of our educational system are each necessary to better promote human flourishing. Ultimately providing a platform to entirely reconsider the idea that the primary aim of education is to serve the economic system, in particular economic growth, this book will appeal to scholars, researchers, and postgraduate students studying educational policy, the philosophy of education, and the history of education more broadly. Education policymakers and academics studying education and the economy may also find this book of interest.

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